

EUROPE IN ACTION

FINAL REPORT

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01 BACKGROUND & INTRODUCTION

The Europe in Action project seeks to guide national and local stakeholders in developing a more active society by implementing EU policy papers in the field of grassroots sport through initiatives, projects, programmes and events covering key policy areas in their region(s). Europe in Action aims to respond to the challenges Europe is continuing to face that are impacting citizen's health and demanding new ways of thinking and acting – especially with the consequences of the COVID-19 pandemic. This includes major social, economic, environmental, and demographic shifts, as well as the ongoing struggle to close the gap that exists in a person's capability to conduct a healthy lifestyle. According to the Eurobarometer 2022, up to 45% of Europeans currently never exercise or engage in physical activity¹. There remains much need to continue promoting sport and physical activity, despite the stabilisation compared to the Eurobarometer 2017. Furthermore, the survey revealed that half of Europeans decreased their levels of physical activity or even stopped altogether during the COVID-19 pandemic.

There is an increasing need to raise awareness of the physical inactivity epidemic and to promote the benefits of living an active, healthy lifestyle. Physical activity crosses social, cultural, and economic boundaries, and builds bridges and bonds like little else can. Physical activity increases physical, mental, and social health and wellbeing, reduces environmental and economic costs, preserves cultural diversity, and creates peace and harmony. By introducing physical activity into the lives of all people, it is possible to bring joy to citizens and communities throughout Europe.

About Europe in Action

The Europe in Action Project is co-funded by the Erasmus+ Programme of the European Union from 1st January 2020 to 31st December 2022, and it is led by nine partners.

- TAFISA
- Knowledge Centre for Sport & Physical Activity Netherlands
- Ministry of Sports and Tourism of the Republic of Poland
- Turkish Sport for All Federation
- Portugal Institute of Sport and Youth, I.P.
- Association Sport for All Serbia
- Sports Union of Slovenia
- Cyprus Sports Organisation
- Hellenic Republic Ministry of Culture and Sports/General Secretariat of Sports)

The Project aims to promote participation in sport and physical activity by providing non-formal educational activities and knowledge-exchange opportunities across Europe, transferring existing key policies into practical action. Europe in Action has guided local and national stakeholders during the implementation of practical actions, focusing on identified key policy areas to achieve a more active society.

¹ Special Eurobarometer 525 – Sport and Physical Activity, <https://europa.eu/eurobarometer/surveys/detail/2668>

Europe in Action undertook a regional-specific approach as it is imperative to consider geographical regions of Europe as unique and diverse, each with their own needs, priorities, challenges and opportunities in terms of grassroots sport. By focusing on each individual region, a specific analysis and understanding of the grassroots sport setting was provided along with insight into the realities of developing, implementing and promoting grassroots sport opportunities.

The project hosted European conferences and “Active Meetings”, offering an opportunity to bring together grassroots sport stakeholders for knowledge and experience sharing and the presentation of case studies and good practices. The events also provided a pivotal moment for the project partners to present and disseminate key findings from the project.

About this Report

The purpose of this report is to present a summary of project outcomes and an evaluation of the educational modules that were piloted during the final year of the project.

02 PROJECT OUTPUTS

The Europe in Action Project produced the following six intellectual outputs (IO).

IO1 – Project Implementation Guidelines

Intellectual Output 1 is constituted as a set of internal documents, detailing all information required to implement the project in terms of administration and financial management. It was a necessary element of the project as per the stipulations of the Grant Agreement and rules of the Erasmus + Programme. This includes the following:

- Project Implementation Guidelines – created in February 2020
- Communication Guidelines
- Communication Plan Guide & Checklist (for year 2021)
- Various templates (word, ppt) - created in 2020 and professionalised in 2022

It was distributed amongst partners and provided clear instructions and advice regarding project management.

IO2 – Regional Analysis of EU Policy Delivery Framework

Intellectual Output 2 is the “Regional Analysis of EU Grassroots Sports Policy Delivery Framework”. This report provides an analysis of the regional needs and implementation priorities in Europe by mapping and identifying national strategies, policies and guidelines of each region and country, as well as practical national and local deliverable of each region and country – related to the EU policy papers. The report includes the following contents:

- Overview of existing European grassroots sport policies
- Mapping and analysis of national strategies, policies and guidelines dedicated to the implementation of key EU grassroots sport policies in each region
 - Eastern Europe: Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia
 - Northern Europe: Denmark, Finland, Netherlands, Norway, Sweden
 - Southern Europe: Cyprus, Greece, Italy, Malta, Portugal, Spain
 - Western Europe: Austria, Belgium, France, Germany, Luxembourg, United Kingdom
 - Balkans & Turkey: Bulgaria, Croatia, Romania, Serbia, Slovenia, Turkey

- Research and analysis of existing local deliverables relating to practical solutions to the identified 13 themes and identify the region's priority areas, gaps, opportunities
- Recommendations for the promotion of Grassroots Sport

The report was published on the project's website as well as on the Capacity Building Platform [here](#) to ensure the widest reach and to ensure distribution was applied in a costly manner.

IO3 – Online Directory: Good Practices Database and Country Insights

Intellectual Output 3 is an online directory of Good Practices and Country Insights. IO3 was carried out by reviewing policies, guidelines, programmes, initiatives identified as part of IO2. This resulted in two outputs:

- **[Good Practices Database](#)**
An online database of good practices relating to practical solutions in grassroots sport from each of the five geographical regions of the project (Northern Europe, Eastern Europe, the Balkans, Southern Europe and Western Europe).
This collection of good practices is a complete tool to be used as an inspiration and practical knowledge example on how to successfully implement the key policy area in organisations, countries or regions. All the good practices can be browsed through a tailored search tool.
- **[Country Insights](#)**
A collection of Country Insights that take the form of fact sheets for 32 countries provides a comprehensive list of national policies, local deliverables and practical resources dedicated to the implementation of EU Grassroots Sport policies, which were identified as part of IO2. This includes a list of practical initiatives per identified theme which can be used as an inspiration and practical knowledge example on how to successfully implement the key policy area in their own country and region.

The data was compiled onto an online database which is accessible for all users and offered both browsing and free-text search functions. Both the Good Practices Databases and Country Insights were and will continue to be regularly updated.

IO4 – Mission 2030 Educational Modules

The [Mission 2030 Educational Modules](#) are the project's capacity building tool to train and empower grassroots sport employees and volunteers and provide them with practical knowledge to better succeed at promoting HEPA and Sport for All. In total thirteen modules have been developed to cover the 13 TAFISA Mission 2030 themes:

- Active Cities
- Community & Volunteerism
- Cultural Heritage & Diversity
- Digitalisation & Innovation
- Economic Impact & Resources
- Education
- Environment
- Gender Equity
- Governance, Leadership & Integrity
- Health & Well-being
- Peace, Development & Partnership
- Play & Physical Literacy
- Social Inclusion

Modules contents include the following, related to each theme:

- Global State of Play
- Policy frameworks
- Relevant case studies and good practices
- Covid Impact, Challenges, and opportunities
- Interactive group sessions

The modules have been designed to be delivered in a workshop format which can be organised throughout Europe based on a standardised approach with regional adaptability. This includes a curriculum, standardised working materials and presentations for each module as well as general organisational guidelines and programme template.

[Hosting a module](#) is possible beyond 2022 as a legacy of Europe in Action project. It has been established as a service at TAFISA, ensuring the education model is continued in Europe and other continents and countries worldwide to benefit the grassroots sport movement.

IO5 – Capacity Building Platform

A [capacity building platform](#) was developed to host all intellectual outputs (with its focus on IO4 educational modules) of the project in an interactive format to allow greater visibility and reach of the materials across target groups.

The platform will be maintained beyond 2022 as a legacy of the project, offering opportunities for organisation to apply to host a module, submit a good practice and join the regional hubs.

IO6 – Final Report

This Final Report presents a summary of project outcomes and an evaluation of the educational modules that were piloted during the final year of the project.

03 EDUCATIONAL MODULES

As part of IO3, 13 non-formal Educational Modules for each Mission 2030 theme were created to provide practical knowledge to succeed in promoting, developing, and delivering Sport for All initiatives. The Modules serve as a tool for the Sport for All community to learn, develop ideas and exchange knowledge and experiences as well as empower stakeholders from all levels and areas of the Sport for All Movement.

The 13 educational modules have been now fully integrated to TAFISA's capacity building programme to train the grassroots sport leaders of tomorrow - beyond 2022 as a legacy of the project. Any interested organisations can easily apply to host the modules through the platform.

Objectives

The Educational Modules have the following purpose:

- Fill a gap which exists in terms of non-formal education
- Educate sport leaders
- Support local, national, and international sport organisations in the implementation of programmes and events
- Promote HEPA and Sport for All throughout Europe
- Assist with the implementation of the 2013 Council Recommendation on promoting HEPA across sectors

The aim of hosting a Module is to create an environment for participants to expand their knowledge, share knowledge and experiences, network, discuss and debate topical issues, create partnerships and collaborations, develop and share best practices and become part of the Mission 2030 alumni.

Benefits for Participants

- Education & increased qualification
- Knowledge & experience sharing opportunities
- International & national networking
- Opportunity to learn from good practices
- Development of English and public speaking skills
- Copies of all programmes content for future reference
- Graduation certificate signed by the host organisation and Europe in Action Partners to document successful completion of the course
- Active and social programme
- Access to international speakers and lecturers

Certification

Participants who undertake an Educational Modules will receive a Certificate signed by the host organisation and Europe in Action Partners to document successful completion of the course

Facts and Figures

Duration & Timing Organiser	14 Hours (equivalent of 2 full workdays)
Number of Participants	Up to 30
Target Groups	Sport for All stakeholders
Venue Requirements	Accessible with necessary functions
Working Language	English
Facilitation	A local lecturer and local keynote speaker to be appointed by the host and Europe in Action to provide international speakers

Structure

The content of the Educational Modules can be tailored to suit the needs of the host; however, the typical package includes:

- Introductions and keynote from reputable speakers
- Thematic presentation to guide the workshop
- Examples of interactive group work and activities
- Relevant resources, such as module factsheets, certificates, feedback forms and promotional materials
- Introduction to a practical resource to build on the legacy from other successful initiatives within the same specialist area

13 Educational Modules



ACTIVE CITIES



COMMUNITY & VOLUNTEERISM



CULTURAL HERITAGE & DIVERSITY



DIGITALISATION AND INNOVATION



ECONOMIC IMPACT & RESOURCES



EDUCATION



ENVIRONMENT



GENDER EQUALITY



GOVERNANCE, LEADERSHIP & INTEGRITY



HEALTH & WELL-BEING



PEACE, DEVELOPMENT & PARTNERSHIP



PLAY & PHYSICAL LITERACY



SOCIAL INCLUSION

1. Active Cities

By 2050, it is projected that more than two-thirds, (more than 7 billion) of the global population will either live or work in urban areas. Continued shifts away from rural based work, combined with rising costs of living, has compelled many people to live or work in cities, hereby making urbanisation one of the fastest growing trends of the past century. The substantial increase in urban dwelling populations has further exacerbated existing challenges within urban environments, such as global equality, health, education and not least, sustainability. These challenges demand a shift in focus and here, the Active Cities Educational Module provides guidance on how sports for All can help us create cities that promote engagement, equality and provide for a sustainable future for citizens and the environment in all areas where living, work and recreation meet.

Contents

- Urbanisation
- State of Play
- Significance of the City Setting
- Sport for All in the City Setting
- Designing Active Cities, Benefits of Active Cities
- Steps towards Activating an Active City Strategy
- Leaders in the Field
- Relevant Case studies and Good Practices
- Conclusions

Subthemes

- Active Workplace
- Active Transport
- Active Education
- Active City Innovation
- Active Communities
- Ageing Societies

2. Cultural Heritage and Diversity

Globalisation has brought many positives to the world, an interconnectedness through shared information and networks through on the web and social media. It builds on commonalities and in many sectors, places small distinct entities, organisations, traditions, and cultures on the periphery and at risk of being lost. Traditions, games, and cultural activities that are centuries old are at risk of disappearing because they do not "fit". The value of standardisation is subsuming the value of the unique. This module highlights the importance and significance of cultural heritage, the value and contribution of traditional games and shares good practice strategies highlighting how to safeguard traditional games and culture.

Contents

- Global State of Play
- European State of Play
- Diversity and Inclusion

Subthemes

- Sustainability Traditional Sport and Games
- National Sports and Heritage
- Sharing Culture through Story and Games

- History and Tradition – The Role of Games
- Traditional Sports and Games
- Relevant Case Studies and Good Practices
- Conclusions
- Sport as Part of National Culture
- Culture and Sport
- Impact of Globalisation
- Standardisation vs Uniqueness

3. Community and Volunteerism

Globally, people are searching for a connection to community, never more so than now in the world living through a global pandemic. While fear has had parents keeping children indoors, elderly citizens in their homes, high fences separating neighbours - it has perhaps taken a global pandemic to highlight the value of and intensify the search for community. While community means different things to different people the common element is a sense of kinship of connection of value and meaning. Volunteerism, in all its forms, contributes greatly to a sense of community, and sport and sport for all provide as an important vehicle to involve, train recognise and value volunteer contribution. This module highlights the importance and value of the volunteer, the role of Sport for All in community cohesion and the benefits of volunteering to both individuals and communities and innovative strategies to increase volunteer involvement.

Contents

- Global State of Play
- European State of Play
- COVID Impact, Challenges, and Opportunities
- Types of Volunteer Engagement
- Benefits of Volunteerism
- Practices and Principles of Volunteer Engagement
- Relevant Cases Studies and Good Practices
- Conclusions

Subthemes

- Social Cohesiveness
- Connectedness
- Isolation, Kinship
- Social Fabric
- Belonging
- Skills-Based Volunteering
- Corporate Engagement
- Corporate Social Responsibility
-

4. Digitalisation and Innovation

Digitalisation and Innovation cannot be viewed in isolation, they are part of the world we live in and the world we play in. Technology is an important tool, not only for continued development but particularly as a tool to assist countries to confront and recover from the COVID-19 pandemic that has disrupted economies and societies globally. While the rise in time spent on mobile and other electronic devices has been linked to declining physical activity levels there is also evidence to suggest that the opportunities arising through digitalisation, the explosion of gamification is creating a new and alternate way to engage in physical activity. This module seeks to explore the opportunities provided by digitalisation as well as considering the risks and necessary safeguards. It provides an opportunity, given the existing digital gender divide, and other inequalities that exist to ensure Sport for All uses Digitisation and Innovation to address rather than further exacerbate the existing gender gap as well as support the engagement and participation of those that are often exclude.

Contents

- Global State of Play – Addressing Inequity
- European State of Plays
- Sustainable Development Goals and Information and Computer Technology
- Opportunities, Risks, and Challenges
- Supporting Innovation
- Relevant Case Studies and Good Practices

Subthemes

- Gamification
- Artificial Intelligence
- Digital Identity
- e-Health
- the Digital Divide
- Smart Cities
- Education and Technology
- Digital Consumers
- Security

5. Economic Impact & Resources

Sports contribution to the economy is multidimensional. It contributes through the global sports market and contribution to GDP but also equally importantly is the contribution that Sport and particularly Sport for all makes and can make to reduction in health costs, social costs, and environmental impact. Despite the COVID-19 induced slowdown in 2020-2021, the global sports market size is now around US\$440.77 billion. In the European Union (EU), sport contributes just over 2% to the GDP and is responsible for almost 3% of employment. Despite sport's considerable contribution to economies around the world, the Sport for All Movement remains significantly underfunded. There is a clear disparity between Sport for All and elite sport funding, and a real opportunity to showcase the value of brand investment in Sport for All. The Economic Impact and Resources Module sets out to outline the added value of Sport for All as well as introduce ways in which Sport for All stakeholders can strive for financial security in a highly competitive, low-funded sector.

Contents

- Global State of Play
- European State of Play
- Global Economies and the SDGs
- Sports for All – Cost Reduction and Revenue Generation
- Funding Models
- The Case for Investment
- Relevant Case Studies and Good Practices

Subthemes

- Impact of Sport for All on National and Regional Economies
- Impact of Sport for All on GDP and Employment
- Sport Industry, Sport Economy
- Active Tourism
- Sport Tourism
- Impact of COVID-19
- Fundraising in Sport for All
- Societal Value of Sport
- Youth
- Cost Benefits of Increased Physical Activity
- Human and Social Capital

6. Education

The UN Universal Declaration on Human Rights (1948) included education as a basic human right, yet there are still more than 262 million children out of school. Insecurity, conflict, high incidence of disasters and gender disparities, affects livelihoods and further prevents children from attending school, resulting in a widening economic gap among young people. Education is also increasingly a target of attack in times of conflict, with women and girls' education a particular focus. This may be in part, due to the power of education to create sustainable social change. The role of sport and physical activity in formal and informal education is widely recognised, particularly in a post pandemic world, not only its positive influence on mental and physical wellbeing, but also its beneficial effects on learning abilities. The Education Module conveys the role Sport and combined PE activities fulfils in building social values such as fairness, solidarity, team spirit, and fair play while also being powerful tools for the social integration for groups at risk of marginalisation and social exclusion.

Contents

- What is Education?
- Global State of Play
- European State of Play
- Role of Sport for All in Education
- Relevant Case Studies and Good Practices
- SDGs, Education, and Sport for All
- Recommendations
- Conclusions

Subthemes

- Attacks on Education
- Gender and Education
- Human Rights
- Social Change
- Vulnerable and Excluded Groups
- Sport for All Values
- Physical Education

7. Environment

The growing global population is estimated to reach 8.5 billion in 2030 and to continue growing reaching 11.2 billion by the end of the century. Yet with this growth we are more interconnected than ever, more of a global village than ever before. However, this growth also presents an environmental and sustainability crisis. The impact of population growth and increased consumption are contributing to climate change, air pollution and deforestation among others. Sport and the environment, as is many areas is a double-edged sword – it both contributes to the issues as well as providing a strategy to address areas of crisis. Sport for All has a real opportunity to address relevant issues by reducing the ecological footprint and using sports as a means to raise environmental awareness. The Environment module highlights a range of strategies and measures that demonstrate the value of Sport for All as a strong contribution to existing and future environmental challenges.

Contents

- Global State of Play
- European State of Play
- Environment Sustainability for Sport for All
- Relevant Case Studies and Good Practices
- Positive Partnerships
- UN Sustainable Development Goals and Sport for All
- Recommendations
- Relevant Case Studies and Good Practices
- Conclusions

Subthemes

- Green Sport Events
- Sustainable Sports Events
- Responsibility for the Future
- Green Sport Facilities
- Active Transport
- Consumer Power and Influence
- Cooperation and Partnership with Industry
- Innovation
- Sustainability
-

8. Gender Equality

Girls and women make up almost half the world population, yet remain underrepresented in many aspects of society, particularly within decision making and access to resources. This is as true within the Sport for All Movement, as other aspects of society, however within Sport for All we have a real opportunity for change. There is already great examples of policies, programs and activities occurring within the Sport for All movement. This module provides a clear picture of the current challenges both globally and within Europe, as well as providing information about tools and strategies and good practice examples of gender equality in action. This module equips organisations with knowledge, skills, and tools at create a more inclusive and therefore stronger Sport for All Movement.

Contents

- Understanding Gender Equality
- State of Play
- COVID-19: What has Changed for Girls and Women?
- Policy Frameworks to Support Gender Equality
- How to Collectively Achieve Gender Equity in and through Sport for All
- Leaders in the Field
- Relevant Case Studies and Good Practices
- Conclusions

Subthemes

- Leadership
- Empowerment
- Participation
- Elimination of Violence Against Women
- Stereotypes
- Accessibility
- Culture
- Gender Mainstreaming
- Unconscious Bias

9. Governance, Leadership & Integrity

In recent years faced with the COVID pandemic, systemic racism, political instability and a global economic crisis, the public response has been widespread mistrust in both leaders and institutions. Rebuilding confidence in leadership, believing in the integrity of leaders and organisations, and trust in Governance structures requires not only a commitment to transparency and accountability, but an active strategy of citizen engagement. Recent global events have highlighted a win at all costs mandate, where self-preservation and promotion come before the common good. Sport for All, by its very nature, contradicts the trend toward individual benefit at the expense of the many. The values base of Sport for All, on fair play, equal opportunity and inclusion are also foundational elements of democratic systems and governance. This module highlights the critical elements of good governance, the links with Sport for All value base as well as exploring good practice models.

Contents

- Understanding Governance
- Global State of Play
- European State of Play
- Sport for All Uniqueness, Structure, and Values
- Governance, Leadership, and Risk
- Integrity and Fair Play
- Relevant Case Studies and Good Practices
- Conclusions

Subthemes

- Code of Ethics
- Accountability
- Transparency
- Democracy
- Citizen Engagement
- Decision Making
- Administration, Strategy
- Separation of Powers
- Conflicts of Interest

10. Health & Well-being

Physical inactivity and unhealthy diet make up half of the major risk factors for non-Communicable diseases (NCD) worldwide, the other two being tobacco and the harmful use of alcohol. While some 70 years ago we were grappling with undernourishment of more than half the world's population, we are now faced with an obesity epidemic, with well over 25% of the population overweight or obese, with obesity trebling in the last 50 years. With over 5.3 million premature deaths worldwide annually – more than tuberculosis, lung cancer, HIV/AIDS or traffic accidents – Physical inactivity is costing lives and costing economies with both costs of care and loss of productivity, to say nothing of the social and emotional impact of lives lost. This module highlights the cost of inactivity, the benefits, links the UNSDGs and the critical importance of physical activity to all domains of physical social and emotional wellbeing, identity, connectedness, security, autonomy, meaning, growth, and joy.

Contents

- Global State of Play
- European State of Play
- Policy Frameworks
- Collaboration and Partnership Across Settings (Planning, Transportation, Schools)
- Programmes
- Relevant Cases Studies and Good Practices
- Conclusions

Subthemes

- Costs of Inactivity
- Exercise as Medicine
- Obesity and Overweightness
- Wellbeing Domains
- Mental Health
- Active Transport
- Active Cities
- Active Schools
-

11. Peace, Development, and Partnership

Sport fulfils vital immeasurable functions for individuals, communities, regions and even nation states. This centrality is seen nowhere more fully than in how the International Olympic Committee boasts of 206 countries compared to only 193 in the United Nations system. At a time in which we are living an era of relative peace, paradoxically, violence and conflicts remain. These conflicts often arise not between national states but increasingly due to political militias, criminal and terrorist groups. Homicides and gender-based violence are also on the increase. In this context, strategies such as Sport for All, as a peace building tool that can contribute to peace building and development cannot be overemphasised and has rightly been given almost unanimous recognition by the international community, including the United Nations. The Peace, Development and Partnership Educational Module extends upon the fundamental value of Sport for All when it comes to promoting peace, development and in the building of a stronger civil society.

Contents

- Global State of Play - conflict, crime, poverty, displacement
- EU State of play
- Continued Global Challenges in the World
- Sport for All in Peacebuilding and Development
- UN Sustainable Development Goals
- Leaders in the Field
- Relevant Case Studies and Good Practices
- Conclusions

Subthemes

- Sport and Human Rights
- Sport as a Development Tool
- Sport and the SDGs
- Violence and Sport
- Sport and Conflict
- Sport for Displacement and Refugees
- Sport for Development and Peace
- Sport Diplomacy
- Sport and Social Inclusion
- Peace, and Poverty

12. Play & Physical Literacy

Globally physical activity levels have decreased, and physical inactivity has become the norm. Movement and play is no longer part of our daily routine nor is movement or physical education valued. Our competence, confidence, and motivation to move has declined so significantly it is putting our health at risk. Non communicable diseases now account for 71% of deaths worldwide. The correlation between play and physical literacy and overall development not only health benefits cannot be ignored, from the prevention of premature death, reduction in disease, as well as overall increased quality of life. The Play and Physical Literacy Educational Module builds knowledge about physical literacy and play and how they support our physical, psychological, social, and cognitive development.

Contents

- Understanding Play & Physical Literacy
- Global State of Play
- European State of Play
- Policy Frameworks Globally and in Europe
- Play & Physical Literacy Models
- Relevant Case Studies and Good Practices
- Conclusions

Subthemes

- Physical Education
- Play for Development
- Physical and Emotional Health
- Physical Inactivity
- Settings (Schools, Homes, community)
- Intergenerational (Play for All Ages - Children, Parents/Guardians, Grandparents)
- Motivation Factors to PA and Behaviour Change Approaches
- Fundamental Movement Skills
- Socialisation

13. Social Inclusion

The exclusion or marginalisation of certain groups has occurred for as long as societies have existed. The overriding global thrust is - and has always been - to enable every individual to actively participate to their full potential and create stronger, more inclusive societies, regardless of people's backgrounds, demographics, or specific characteristics. The Social Inclusion Educational Model helps us to build a deeper understanding of exclusion, the groups that are often excluded, the impact of this and the strength and power achieved through inclusive practice. Introducing simple tools and ideas, and sharing innovative practices, this module supports Sport for All organisations to lead with way with inclusive practice and support both individuals and organisations reach their full potential.

Contents

- Understanding Social Inclusion
- Barriers to Social Inclusion
- Benefits of an Inclusive Society
- Global State of Play
- European State of Play
- Social Inclusion and the SDGs
- Relationship between Sport for All and Social Inclusion
- Leaders in the Field
- Relevant Case Studies and Good Practices

Subthemes

- Tolerance
- Representation
- Integration
- Inclusion
- Designing/Building Inclusive Sport Organisations
- Equality
- Equity
- Support for Unprivileged Target Groups
- Targeted Activities
- Accessibility of Sport Facilities and Activities
- Social Cohesion
- Ethics and Fair Play
- Discrimination
- Racism, Sexism, Ageism, Xenophobia, Homophobia, and Ableism

04 ACTIVE MEETINGS

The educational modules were piloted through three regional educational seminars, referred to as Active Meetings. These Active Meetings brought together participants from various EU regions, member states, professional environment, and sectors – specifically targeting stakeholders from various levels and status to foster the creation of cross-sectorial cooperation and alliances in European and national Sport for All policy delivery. Each Active Meeting provided a learning-centric environment and offer participants an opportunity to expand their knowledge, discuss and debate topical issues, and network.

The three Active Meetings during the project were held as follows:

1. **Active Cities** The Hague, Netherlands – 20 April 2022
2. **Play and Physical Literacy** Portoroz, Slovenia – 7 June 2022
3. **Gender Equity** Frankfurt, Germany – 12 & 13 September

Piloting of educational modules allowed the project partners to test the format, delivery, teaching styles and concept of the interactive modules, allowing evaluation in feedback.

Active Meeting 1

Overview

- Theme: Active Cities
- Date: 20 April 2022
- Location: The Hague, Netherlands
- Participants: 103

Of the 13 educational modules (IO4), “Active Cities” was piloted through the 1st Active Meeting. Local (in person) and international(online) guests were invited to enhance the quality of the discussions as well as widen overall dissemination of the project.

The event was free for everyone and proceeded through a hybrid format, using either Zoom or in person attendance, and managed to gather participants from over 42 countries. The workshop was moderated by Dorien Dijk and Jacqueline Kronenburg from the Knowledge Centre for Sport & Physical Activity and featured four keynote speakers. The program was concluded with a Q&A session.

Programme

Time	Event
09.30 - 09.45	<p>Introduction Dorien Dijk & Jacqueline Kronenburg Knowledge Centre for Sport & Physical Activity Netherlands</p> <p>Welcome Words Hibert Bredemeijer, Alderman sport of the City of The Hague</p>
09.45 -10.40	<p>Active City Workshop Paulo Rocha, Portuguese Institute of Sport and Youth</p>
10.40 -11.00	<p>Good Practice 1 : The Hague, European Capital of Sports 2022 Peter van Veen, Director Sport, City of The Hague</p>
11.00 - 11.15	<p>Q&A Break</p>
11.15 – 11.30	<p>Europe and Active Development Michael Serneels, Senior Policy Advisor, European Commission/SHARE Initiative</p>
11.30 - 12.15	<p>Good Practice 2 : Rotterdam on its way to 'Global Active City' Wendeline van Lier, Strategic Policy Officer, City of Rotterdam</p> <p>Open Floor & Discussion André de Jeu, EuroCities Project Leader / Director VSG</p>
12.15 – 13.30	<p>Visit Sport Campus Zuiderpark / Invictus Games (with lunch bag)</p>
13.30 – 13.35	<p>Energiser</p>
14.35 – 15.00	<p>Interactive Group: Active Cities – Urban Development – Active Design Jeroen Hoyng and Dianne Scholte, Knowledge Centre for Sport & Physical Activity Netherlands</p>
15.00 – 15.30	<p>Keynote Sanne de Vries, Director Centre of Expertise Health Innovation at Hague University of Applied Science</p>
15.30 - 16.00	<p>Q&A Conclusion & wrap-up</p>

Summary

Paulo Rocha of TAFISA Europe & the Portuguese Institute for Sport and Youth presented the master presentation of the Active City module where he presented active development and six dimensions to address urbanisation and the creation of active cities. Municipalities and local organisations have the power to promote and provide sport in our societies however this can only be done with proper infrastructure, systems, strategy, budget, and outreach. The advantages of active development are immense and can include economic, safety, environmental, health, social benefits.

Peter van Veen, Director of the Sport Department City of the Hague, presented *The Hague: European Capital of Sports 2022* in which he shared the city of the Hague's usage of sport as a tool to revitalise and unite residents as well as the social value of sports. The Hague aims to promote exercise on a structural basis, have 100% of the city active, give all citizens access to sport, and ensure every citizen participates regularly. With these initiatives, the Hague has empowered its citizens and the city as a whole and hopes to inspire other cities worldwide to do the same in using sport as a tool to create more active cities.

Michael Serneels, a Senior Policy Advisor at the European Commission/SHARE Initiative presented current European Union Sport Policy including the EU's priorities in the field of sport, funding options, and events. Through these initiatives, events, and funding opportunities the EU hopes to protect integrity & values in sports, foster socio-economic and environmental dimensions of sport, and promote participation in sport and health enhancing physical activity

Wendeline van Lier, Strategic Policy Officer for the City of Rotterdam presented *Rotterdam on its way to 'Global Active City'*. A once car centric city, Rotterdam has been reconfigured to prioritise walking, cycling, and green spaces. Furthermore, Rotterdam has also prioritised the hosting of sport events, active sport policy, and the creation of programs promoting sport and other healthy habits.

Participants' Feedback

Feedback was collected from workshop participants to establish how they rated the following:

- Format of the session
- Quality of Speakers
- Quality of Presentations
- Time for Q&A and Discussions
- Duration of the Workshop

An analysis feedback forms provided overwhelmingly positive results. Average calculations revealed that 100% of participants rated the satisfaction of the workshop *very satisfied or satisfied*.



As shown in the charts above, the feedback in general was very positive with a vast majority of participants rating lecture content, relevance, quality, and delivery as *good* or *very good*. No participants rated 'poor' or 'very poor'.

The participants were asked to rate the overall value of the Active Meeting; **82%** of respondents rated it as *very good* and **11%** as *good*. Also, respondents were asked;

- "Did the workshop meet your expectations?"; **100%** responded with *yes*
- "Would you be interested in attending other workshops (educational modules)?"; **100%** responded with *a yes*.
- "Would you be interested in hosting one of the non-formal Educational Modules?"; **66%** responded with *a yes* and **33%** answered *maybe*.

In addition to rating satisfaction in the workshop and its elements, participants were asked open ended questions to gather further insight and gather recommendations for future events. The participants shared feedback such as; "good sharing of practices", "excellent coordination". The respondents also highlighted areas for improvement; "more participant involvement", "quality of sound to be improved".

Active Meeting 2: Play and Physical Literacy

Overview

- Theme: Play and Physical Literacy
- Date: 7 June 2022
- Location: Portoroz, Slovenia
- Participants: 84

Active Meeting 2 was held 7 June 2022 in hybrid format with in-person participants in Portoroz, Slovenia and virtual participants joining the workshop via Zoom. The workshop was hosted by Sports Union of Slovenia and moderated by Mojca Markovič with welcome words delivered by Dr. Maja Pajek of the University of Ljubljana.

Programme

Time	Event
9.30 – 9.45	<p>Introduction: Europe in Action Project Mojca Markovič, Physical Literacy For Life, Slovenia</p> <p>Welcome Words Prof. Dr. Maja Pajek, University of Ljubljana, Slovenia</p>
9.45 – 10.45	<p>Play and Physical Literacy Workshop & Group Work Mojca Markovič, Physical Literacy For Life, Slovenia</p>
10.45 – 11.10	<p>Keynote speaker 1: Physical Literacy Assessment Joao Mota & Joao Martins, PhD, University of Lisbon, Portugal</p>
11.10 – 11.30	Break
11.30 – 11.50	<p>Keynote speaker 2: Report Card of Physical Literacy Indicators in Slovenia Vedrana Sember, PhD, University of Ljubljana, Slovenia</p>
11.50 – 12.10	<p>Keynote speaker 3: Physical Literacy as a Key Competence Rose-Marie Repond, European Physical Education Association (EUPEA)</p>
12.10 – 12.30	Q&A & Discussion
12.30 – 13.45	Lunch
13.50 – 14.30	<p>Case Study: Physical Literacy for Life Mojca Markovič, Physical Literacy for Life, Slovenia</p>
14.30 – 16.30	<p>Interactive Group Work and Case Studies Žan Luca Potočnik, University of Ljubljana, Slovenia Samo Masleša, PhD, Genius Safe Motor Program, Slovenia</p>
16.30 – 17.00	Conclusion & wrap-up

Summary

Mojca Markovič from Physical Literacy for Life gave a brief introduction of the Europe in Action project including a project, outline, objectives, a schedule of education modules and active events, as well as a thank you to the sponsors involved in the project. She went on to lead an interactive workshop, providing crucial information regarding the current state of inactivity and physical literacy, followed by a group activity in which participants gave their definition of physical literacy and proposed strategies to practise physical literacy in their settings.

Vedrana Sember, PHD of the University of Ljubljana shared Slovenia's physical literacy indicators report card. This is based on the Active Healthy Kids Global Alliance's global matrix measurement system, which observes over 10 indicators and assigns letter grades to member states. Slovenia scored extremely high demonstrating the country's dedication to play in physical literacy, as it has some of the most physically active children in the world and the best physical education system in the world.

Rose-Marie Repond of the European Physical Education Association presented on the theme *Physical Literacy as Key Competence*. She shared that physical literacy is about learning through physical activity and movements and implementing physical activity into all aspects of life. This can be pursued through the four domains physical, cognitive, emotional, and social learning. Physical literacy still faces issues with finding approaches to motivate individuals when humans learn for different reasons, however, can be carried out with proper implementation strategies.

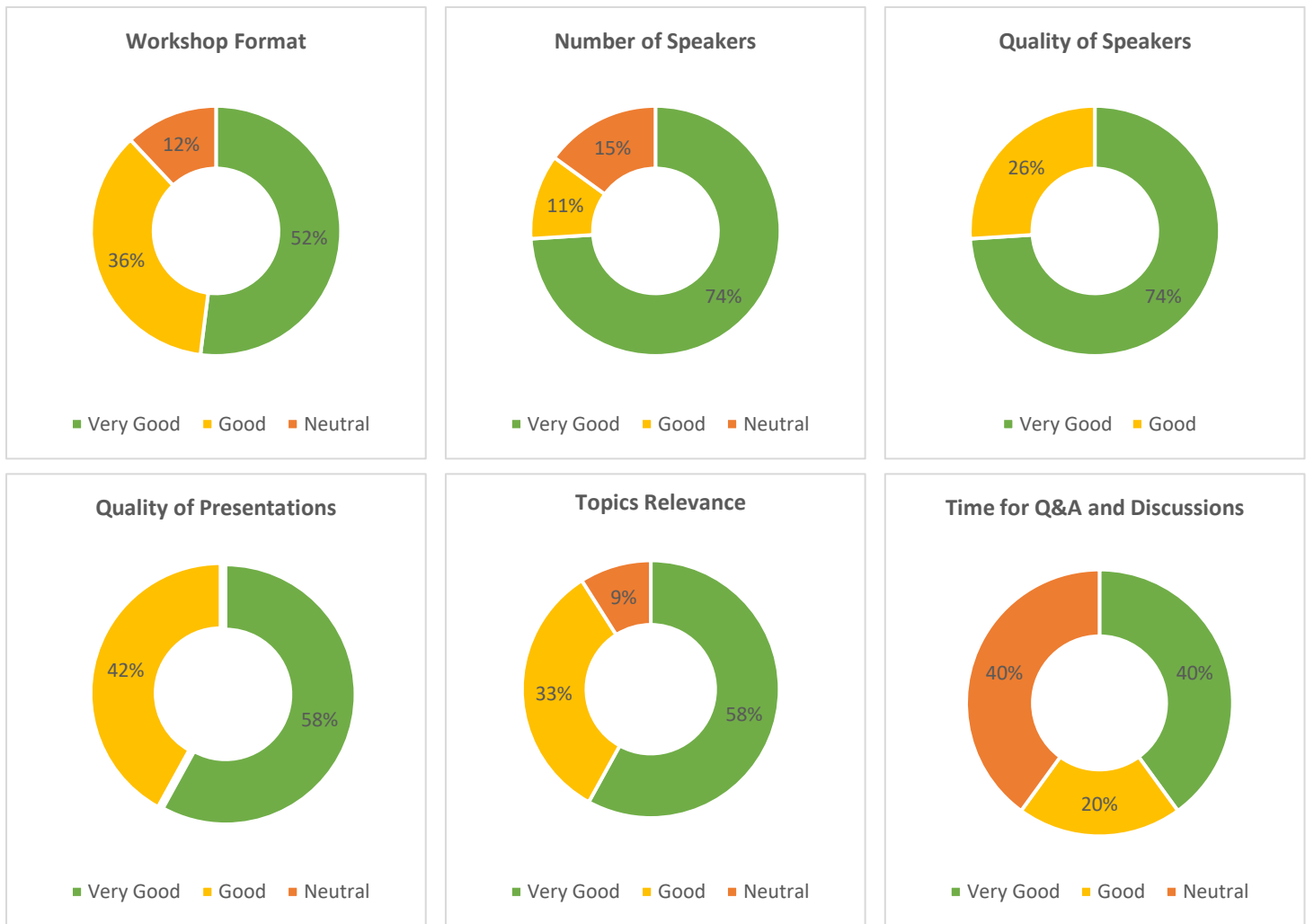
João Martins, PHD & João Mota, PHD of the University of Lisbon presented on physical literacy assessment and measurement methods. Martins stated that while Physical Literacy has gained a great deal of prominence, varying definitions cause a lack of clarity and consistency. Mota presented the Portuguese Physical Literacy an instrument to be used in schools to measure physical literacy. The PPLA is targeted towards students and is made up of PPLA-observation reported by teachers and a self-reported PPLA questionnaire.

Participants' Feedback

Feedback was collected from workshop participants to establish how they rated the following:

- Format of the session
- Quality of Speakers
- Quality of Presentations
- Time for Q&A and Discussions
- Duration of the Workshop

An analysis feedback forms provided overwhelmingly positive results. Average calculations revealed that 100% of participants rated the satisfaction of the workshop *very satisfied or satisfied*.



As shown in the charts above, the feedback in general was very positive with a vast majority of participants rating lecture content, relevance, quality, and delivery as *good* or *very good*. No participants rated 'poor' or 'very poor'.

The participants were asked to rate the overall value of the Active Meeting; **83%** of respondents rated it as *very good* and **17%** as *good*. Also, respondents were asked;

- "Did the workshop meet your expectations?"; **100%** responded with *yes*
- "Would you be interested in attending other workshops (educational modules)?"; **100%** responded with a *yes*.
- "Would you be interested in hosting one of the non-formal Educational Modules?"; **50%** responded with a *yes* and **50%** answered *maybe*.

In addition to rating satisfaction in the workshop and its elements, participants were asked open ended questions to gather further insight and gather recommendations for future events. The participants shared feedback such as; "excellent topic", "excellent coordination". The respondents also highlighted areas for improvement; "keen to find out global case studies", "try out online workshop instead of hybrid to better facilitate participants as more interaction and participant involvement would be helpful".

Active Meeting 3: Gender Equity

Overview

- Theme: Gender Equity
- Date: 12 & 13 September 2022
- Location: Online via zoom
- Participants: 88

The third and final Active meeting session was held virtually across two days on 12 and 13 September. The session was moderated by Game Mothibi and featured welcome words from TAFISA Europe Co-Chair Patrik Perosa. The two-day workshop was concluded with a Q&A session and interactive group work in which participants shared current gender equity programs and initiatives in their respective countries and brainstormed new gender equity programmes.

Programme

Day 1 – 12 September

Time	Event
	Welcome Words Patrik Perosa, TAFISA Europe Co-Chair
10.00 – 10.10	Introduction – Europe in Action Stacey Kim, Advisor for Event Management & International Affairs, TAFISA
10.10 – 10.20	Round Table
10.20 – 12.00	Master Presentation on Gender Equity & Interactive Group work – analysis of current situation Game Mothibi, IWG Women & Sport Global Executive Member
12.00 – 12.30	Keynote Kolë Gjeloshaj, Co-Rapporteur of High-Level Group on Gender Equality in Sport, European Commission, ISF Institutional and Education Director

Day 2 – 13 September

Time	Event
	Good Practices <i>Women in Sport</i> Nora Stapleton, Sport Ireland
10.00 – 10.30	<i>Female Leaders of Tomorrow project</i> prof. dr. Maja Pajek, University of Ljubljana <i>Adapting your Gender Equity Project to your Local Reality</i> Julia Tappendorf, ITTF Foundation
10.30 – 11.30	Interactive Group Work
11.30 – 12.00	Presentation of Group Work
12.00 – 12.30	Conclusion & Wrap up

Summary

Stacey Kim, TAFISA Advisor for Event Management and International Affairs, briefly introduced the Europe in Action project and shared the project outline including knowledge creation, the development of Mission 2030 modules, and Sports for All events. This was followed by a round table in which participants were able to share their expectations for the modules, gather insights on previous subject knowledge, and allow for the sharing of questions they hoped to be answered.

Game Mothibi, International Working Group on Women and Sport and Sport Global Executive Member, presented the master presentation on gender equity in sport in which she gave an analysis on the current situation of gender equity in sport. Currently women face lower numbers of workplace participations, violence, lack of education access, and lack of access to power and decision-making structures. In order to create change, methods and tools such as gender auditing, gender impact assessment, gender awareness training, and data analysis need to occur to ensure women have the same opportunities as their male counterparts.

Kolë Gjelošhaj, co-rapporteur of high-level group on gender equality in sport in the European Commission and education director of the International School Sport Federation, presented *The European Union: Gender Equality in Sport Proposal for Strategic Actions 2014-2020*. The EU is seeking to address the social and economic aspects of sport for women, promote equal media coverage, and end gender-based violence. This is being carried out by the creation of recommendation for stakeholders, references and suggested readings, and illustrative projects or examples of previously successful programmes and initiatives

Nora Stapleton Women in Sport Lead for Sport Ireland, shared Sport Ireland's strategy for combating gender inequality. This is carried out through four main focus areas: coaching and officiating, leadership and governance, active participation, and visibility. Sport Ireland uses the following principles in promoting successful initiatives: creating a no judgement environment, invoking excitement, creating a clear emotional reward, opening eyes to what's there, building into existing habits, giving girls a voice and a choice, championing what's in it for them, and expanding the image of what 'sporty' looks like.

Professor Dr Maja Pajek, Faculty of Sport Vice Dean at University of Ljubljana and Sports Union of Slovenia Vice President, shared the Female Leaders of Tomorrow project. FLOT was a mentorship project to train the next generation of Sport for All leaders and promote cross cultural communication between Europe and Africa. This programme resulted in the "Women in Sport for All Network" as well as the implementation of 13 successful Sport for All Projects.

Julia Tappendorf, Programmes Coordinator from the International Table Tennis Federation, presented *Adapting your Gender Equity Project to your Local Reality*. She shared how the ITTF is addressing gender inequality by implementing projects to empower young girls through Table Tennis.

Feedback

Feedback was collected from workshop participants to establish how they rated the following:

- Format of the session
- Quality of Speakers
- Quality of Presentations
- Time for Q&A and Discussions
- Duration of the Workshop

An analysis feedback forms provided overwhelmingly positive results. Average calculations revealed that 100% of participants rated the satisfaction of the workshop *very satisfied or satisfied*.



As shown in the charts above, the feedback in general was very positive with a vast majority of participants rating lecture content, relevance, quality, and delivery as *good* or *very good*. No participants rated 'poor' or 'very poor'.

The participants were asked to rate the overall value of the Active Meeting; **88%** of respondents rated it as *very good* and **12%** as *good*. Also, respondents were asked;

- "Did the workshop meet your expectations?"; **100%** responded with yes
- "Would you be interested in attending other workshops (educational modules)?"; **96%** responded with a yes.
- "Would you be interested in hosting one of the non-formal Educational Modules?"; **55%** responded with a yes and **45%** answered *maybe*.

In addition to rating satisfaction in the workshop and its elements, participants were asked open ended questions to gather further insight and gather recommendations for future events:

- "I think at the end of Day 1, the groups should be assigned for the group work and put into a breakout room for 15mins to introduce themselves and have that initial chat and network, prior to any specific task being asked. On leaving Day 1, the 'homework' could be to look up (if you don't know) what gender equality programmes for young, adults, seniors are available in your area. Come up with 3 examples for Day 2. Then on Day 2, put us into breakout rooms with the same people and give us the full task (that was asked today) – this would allow for greater focus in the 20mins to complete the task required."
- "It would be good to have a training session in person"
- "Can increase the number of speakers and increase the time allocation to share the experiences with among each other"
- "We need to have a longer day's discussion"
- "I well received this workshop. I was not sure what to expect, however, I left the seminar pretty informed. The break-out discussion gave an opportunity to be interactive which may not have been done in a bigger group."
- "Investigating techniques to interact with people a bit more at the very start to get more interaction on zoom – took a while for everyone to "warm up".
- "You are doing a good job!"
- "Maybe extend the time for the workshop, thank you!"
- "Excellent topic."
- "Job well done Keep it up"

Learnings

Thanks to the evaluation of the 3 pilots, the project partners were able to assess the potential of the modules and their delivery format.

The feedback from participants who attended the Active Meetings were very positive. The large majority of the participant gave positive ratings and also indicated "yes", when asked if they would be willing to attend the workshop on other modules. The feedback form provided an opportunity for participants to further share thorough feedback and gave room for suggestions and possible area of improvement for future sessions and delivery, which were then adapted and implemented, leading to an improved rating on the workshop's value and satisfaction level. Some of the points raised that are worth further attention as well as future improvements include the following:

- group activities are particularly well received and appreciated by the participants.
- more opportunities for discussion and exchange of views are needed in increase level of engagement and interaction during the workshops.
- presentation of good practices from both local and international levels could be incorporated pending on the target audience.

Overall, the results showed that most of the participants found the modules to be very useful and relevant, and stated that they gained new knowledge and practical advice through the workshops.

05 CONCLUSION

The impact of Europe in Action has been very significant in terms of capacity building and contribution to the objectives of grassroots sport field in Europe and beyond. Through the 5 work packages and 6 intellectual outputs, the project contributed towards bridging the gap between policy and practical implementation of grassroots sport at local, national and European level and aided capacity development and strengthening of national/regional Sport for All Movements. Furthermore, the project led to the following accomplishments:

- online database consisting of 96 selected good practices
- identified 148 national strategies, policies and guidelines and 348 local deliverables dedicated to key EU grassroots sport policies
- trained and educated 339 sport leaders
- identified priority themes as expressed by member states and grassroots sports stakeholders according to region
- created 13 educational modules corresponding to the 13 themes of TAFISA Mission 2030, contributing to the training of the future generation of grassroots sport leaders throughout Europe
- increased participation in sport and physical activity by providing analytic, educational and know-how activities across Europe
- offered informative and practical resources for effective promotion and implementation of grassroots activities in their respective regions.

A need for a cross-regional and inter-sectoral cooperative process was facilitated through the development of 5 regional hubs, providing key stakeholders an opportunity to network, collaborate, and exchange experience. In addition, the capacity building platform offered informative and practical resources for effective promotion and implementation of grassroots activities in their respective regions.

The project partners will ensure the sustainability of Europe in Action outwith the 3-year funded period. The project and its results have been designed to become a full part of TAFISA and TAFISA Europe's portfolio of services offered to European members and stakeholders. The 13 educational modules have been now fully integrated to [TAFISA's capacity building programme](#) to train the grassroots sport leaders of tomorrow - beyond 2022 as a legacy of the project. Further, the platform will also continue offering opportunities for organisation to submit a good practice and to join the regional hubs.